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ABSTRACT

Described is the University Affiliated Facilities (UAF) program, designed to provide interdisciplinary education, demonstrate exemplary services, conduct applied research, and provide technical assistance for individuals with mental retardation and other developmental disabilities. Among the basic services noted to be common to most UAFs are the following: medical diagnosis; medical, behavioral, and similar treatment; day care for the developmentally disabled of all ages; and full- and part-time employment opportunities. Preliminary results of a survey of UAF programs is noted to reveal 20,000 disabled persons served by 28 programs within a 12-month period. Listed are the names and addresses and described briefly are the programs of the 35 UAF members. (SBH)

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university affiliated facilities

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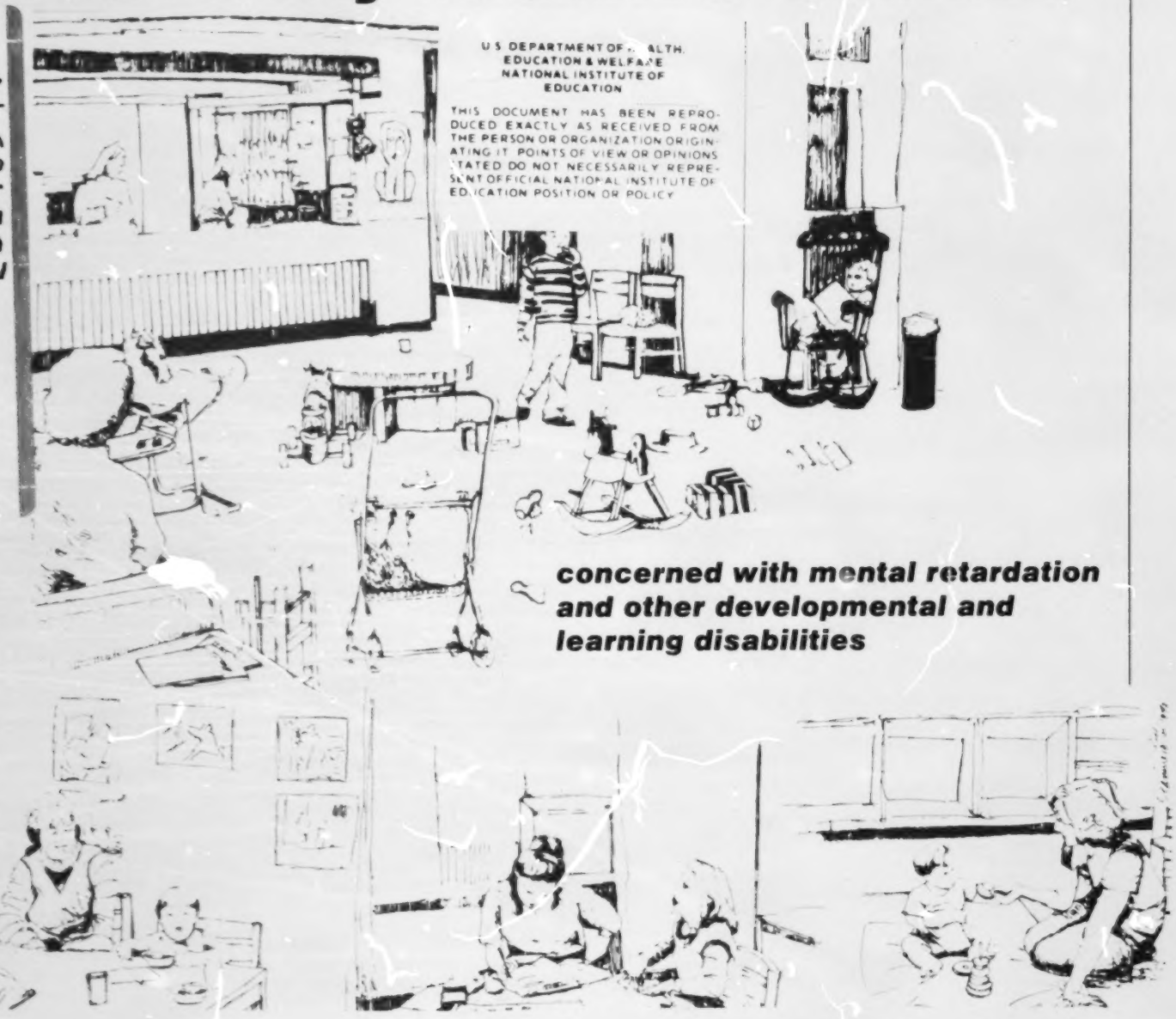


concerned with mental retardation and other developmental and learning disabilities

AUAF / 2611 P STREET, N.W. / WASHINGTON, D.C. 20007

- Providing Interdisciplinary Education
- Demonstrating Exemplary Services
- Conducting Applied Research
- Providing Technical Assistance

The Cover:

The Children's Hospital Medical Center's Developmental Evaluation Clinic *is the focal point for graduate training in eleven child-care professions, with formal affiliation with five leading universities in the Boston area; for community-based projects elsewhere in New England; for evaluation, program planning and follow-through of substantial pediatric referrals from hospitals and the community; and for a local role of creative advocacy for the multihandicapped child.*

INTRODUCTION

Some nine million persons in the United States are developmentally disabled. They are children and adults whose growth and development have been handicapped by mental retardation, cerebral palsy, epilepsy, autism, and other handicapping conditions closely related to mental retardation in terms of general intellectual functioning or impairment.

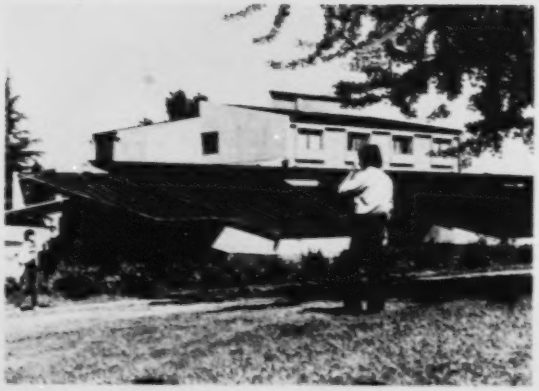
The Developmental Disabilities Act of 1970, and its 1974 continuation, significantly expanded the scope and purposes of the Mental Retardation Facilities Construction Act of 1963 and also launched a new phase of concern and effort to provide a better life for all mentally retarded and other developmentally disabled citizens.

The experience of a developmental handicap originating during the crucial childhood years inevitably makes more difficult and sometimes impossible, full participation in school, family, work and social activities. Nevertheless, the goal of professional personnel who work with these children and adults is to help enable them to live up to their full potential. Through early medical diagnosis and treatment. Through training in self-help and employment-related skills. Through education and recreation opportunities tailored to the specific needs and capabilities of the individual.

With appropriate encouragement and assistance, many developmentally disabled persons can become productive members of society, not its wards. Fortunately, the thrust today is not simply to build bigger and better institutional "warehouses", but rather to prepare the developmentally disabled for independent and semi-independent lives in the community through habilitation programs.

This is what the University Affiliated Facilities program is all about—enabling individuals to learn and contribute up to their fullest potential. And it also helps to prepare key segments of the community to accept and integrate the handicapped into the mainstream of life.

The Center on Human Development at the University of Oregon provides a broad range of training, service and research programs based on the collaboration of five projects. The clinical orientation of the UAF is augmented by a Rehabilitation Research and Training Center in Mental Retardation, a Regional Resource Center, a Special Education Instructional Materials Center and the Center at Oregon for Research in the Behavioral Education of the Handicapped.



The John F. Kennedy Institute for the Habilitation of the Mentally and Physically Handicapped Child draws upon its own considerable resources and those of the Johns Hopkins Medical Institutions to provide a full range of inpatient and outpatient services for the handicapped child, and full training and learning opportunity for professionals of all disciplines which operate in mental retardation and the developmental disabilities, stressing also research and prevention. Located in Baltimore, Maryland, the Institute is licensed as a Special Pediatric Hospital.

University Affiliated Facilities have four distinct roles:

- to train administrative, professional, technical, direct care and other specialized personnel to work with the mentally retarded and developmentally disabled
- to demonstrate a full range of exemplary services which should be available to this population
- to conduct the necessary research which is incidental to these activities
- to assist the states, regions and communities reach their respective objectives

It should be added that the service component of the UAF function is frequently conducted on a community outreach basis, thus bringing screening, evaluation, treatment planning, and educational programming directly to the mentally retarded and developmentally disabled population.

AN OVERVIEW . . .

Few professionals were working in the field of mental retardation a dozen years ago. Further, most of those in the field tended to think and function within the boundaries of their own disciplines.

The critical need for responsive and trained professionals and paraprofessionals to work in this area led to the creation of the University Affiliated Facilities program . . . the first major interdisciplinary approach to meeting the pressing needs of all developmentally disabled persons.

The program provides for comprehensive and interdisciplinary training of a broad range of professional and paraprofessional persons to work with the disabled. Training sites are located at or affiliated with leading colleges and universities throughout the country.

A key mission of University Affiliated Facilities is also to provide model systems incorporating a full range of services such as comprehensive and interdisciplinary screening, evaluation, treatment planning and educational programming.

Closely intertwined is the operation of a program which translates the results of current clinical research into improved services for the developmentally disabled and for improved training of professionals to work in the field.

Another important feature of the University Affiliated Facilities program is its commitment to help strengthen and improve services for the developmentally disabled in the various states, regions and communities. This can range from a brief telephone consultation to planning and conducting activities in actual community settings.

Through University Affiliated Facilities, the needs of mentally retarded and other developmentally disabled persons can be approached and met on the basis of the entire individual–his or her capabilities and talents as well as handicaps. Through training of professionals and paraprofessionals sensitive to and knowledgeable about the full scope of problems confronting each individual, the program rounds out its full impact.

The Riley Children's Hospital Facility Child Development Center at Indianapolis, affiliated with Indiana University, is a biomedically based, interdisciplinary training program which is carried out within a full-service university children's hospital, and centers around training in the medical, genetic, psychologocial, nursing, social work, occupational therapy, physical therapy, nutritional, and speech and audiology specialties and professional disciplines.

The Hospital School of the University of Iowa was established by State law in 1947 'to create a state hospital school for handicapped persons', with a 1963 expansion for the mentally retarded, and its present three objectives are to plan and effect outpatient, residential and day programs for the developmentally disabled; to provide learning experience for students, professionals and others; and to pursue and disseminate greater knowledge of handicapping conditions.

The Indiana University Developmental Training Center, committed to interdisciplinary training through a behaviorally based delivery of service model, is involved in long and short term assessment, field based training and service programs, and cooperative model demonstration projects with state and local service agencies. The Center's complex of home units and laboratory classrooms is a major pre-service training site for 20 university departments and in-service site for community and school personnel.

Training in university affiliated centers is interdisciplinary. The goal is to prepare personnel with the broad knowledge and experience needed to be of maximum value to the developmentally disabled, functioning primarily within the framework of their own professional identities, yet uninhibited by barriers of professional territoriality.

University Affiliated Facilities vary, reflecting closely the specific components as they have evolved at the particular university setting. The individual program emphasis–medical, educational or behavioral–illustrates the strength of the interdisciplinary approach for both the professional training within the facility and for the disabled individual needing and receiving the services.

Speaking at the John F. Kennedy Institute in Baltimore, Maryland on October 5, 1973, Secretary of Health, Education and Welfare, Caspar W. Weinberger remarked:

> . . . the University-Affiliated Centers funded by HEW have achieved reputations for excellence, innovation, and creative responsiveness. And, because of the flexibility of the program, each one provides a different thrust or emphasis.
>
> What is unique and important about the University-Affiliated Facilities is not their uniformity but their diversity; not their singleness of purpose but their multiplicity of purpose.

The diversity among UAFs reflects, in part, a 10-year legislative history of the program. The UAF interdisciplinary training concept first appeared in legislation in 1963 with the enactment into law of many of the recommendations of President John F. Kennedy's Panel on Mental Retardation. The 1963 law was amended in 1970 with the passage of the Developmental Disabilities Act, providing administrative support for the UAF program. The need for program and operating funds for the new national program was evident earlier, however. Congress amended the Social Security Act (Title V: Maternal and Child Health and Crippled Children's Services) in 1965 to provide support for training of personnel for health care for mentally retarded and multiple handicapped children. Title V of the Social Security Act continues to provide an important source of support for the UAF training mission.

In an atmosphere of cooperative interdisciplinary education, *The Ohio State University Nisonger Center for Mental Retardation* strives to achieve a basic level of human dignity for those afflicted with mental retardation and related developmental disabilities. The Nisonger Center brings a multitude of behavioral, educational, home economics, medical, and social disciplines together in a forum dealing with the many-faceted problems of mental retardation.

University-affiliated center training is characterized by the exemplary service setting in which the training takes place. Training in an ideal and complete service delivery locale ensures that trainees will have maximum exposure to those they are being trained to serve, and also to the range of disciplines required to provide needed services. It also exposes the trainee to new methodologies being developed by research in this continually expanding field. Training in a service delivery setting also encourages a problem-centered perspective by the trainees, which enables them to deal with the variety of familial, social, legal and occupational difficulties which magnify the impact of a particular disability.

The Mental Retardation Institute of New York Medical College maintains a dual campus. Comprehensive services operate from the newly constructed division at Valhalla in Westchester County as well as from the historic location in New York City. The combined facility offers a full range of inter-disciplinary training; innovative out-patient, in-patient, day school, and community outreach treatment programs; and extensive coordinating, consultative and community education functions.

University-affiliated training programs are directed at the preparation of personnel for service to persons who are developmentally disabled. The term "developmental disability", of legislative origin, is not so much a diagnostic classification as it is an attempt to achieve management efficiency. The 1970 legislation sought to avoid separate training, service and research programming for individuals who, because of mental retardation, cerebal palsy, epilepsy, or other conditions such as autism, require services that are similar. In the more severely handicapped individuals, these conditions may exist concurrently. An efficient approach, avoiding duplication, would be to establish facilities and programs which could include all these population groups.

The John F. Kennedy Child Development Center within the University of Colorado Medical Center provides clinical services, interdisciplinary training and research activities in more than ten disciplines from those behavioral, medical and social sciences which are concerned with developmental disabilities, first to the Center's own urban and rural communities, and increasingly in a leadership role to the several neighboring Rocky Mountain States through their advisory councils.

The ability to offer technical aid and assistance to state, local and regional groups is another adjunctive activity of UAFs. Many of these groups are governmental and policy-making and are in great need of the kind of expertise present in the university-affiliated centers. Informally as consultants, formally as members of advisory councils, the center professional staffs assists state agencies, advisory and planning councils, school boards and systems, public institutions, community facilities and others meet their responsibilities.

The Waisman Center on Mental Retardation and Human Development of the University of Wisconsin, noted for its work in functional retardation, includes an outpatient diagnostic and treatment unit (a major interdisciplinary training resource); an inpatient unit which is an extension of the Central Wisconsin Colony (for the retarded); and a school rehabilitation unit which develops and demonstrates new improved technology in education and rehabilitation.

There are 13 basic services which are common to most UAFs. They include:

- medical diagnosis
- evaluation of the individual and available community resources
- medical, behavioral and similar treatment
- personal and domiciliary care
- day care for the developmentally diabled of all ages
- improvement of self-help skills
- training and education
- full- and part-time employment opportunities
- socio-legal and other protective services
- recreation
- counseling for the disabled and their families
- transportation for the disabled and the professional trainees
- progress reports and follow-up

The Child Development and Mental Retardation Center of the University of Washington, through its Clinical Training Unit and its Experimental Education Unit, offers graduate clinical training in eleven disciplines; clinical services and educational programs to the developmentally disabled; and research opportunities in the prevention and amelioration of mental retardation and related problems of human development.

Research into new methodologies of working with the developmentally disabled is an adjunct activity in the university-affiliated centers, and is a benefit which flows from the training and service base. It would not be possible to assemble these professionals and operate these programs without there being concurrent research benefits which add to the total body of knowledge in this field. The sharing and exchange of such research findings is one purpose of the national network and consortium of these centers.

The Division of Developmental Disabilities and Clinical Genetics of the University of California, Irvine, concentrates on developmental disabilities with physical handicaps and/or genetic disorders, and offers interdisciplinary training management of the developmentally disabled, with management including the identification, diagnosis, etiology, genetics, evaluation, and long-term treatment of these disabilities in all their manifestations and forms.

The University of Southern California University Affiliated Program, Children's Hospital, Los Angeles, offers interdisciplinary, multi-disciplinary training, primarily for post-graduate students and professionals, in mental retardation and other handicapping conditions, and concurrently seeks to improve care and services for the handicapped and retarded and their families, with special emphasis on assisting community groups and agencies utilize new technologies and skills.

The Center for the Handicapped at the University of Kentucky is a multi-disciplinary program for children with developmental disabilities which works closely with state agencies and local programs; offers traveling clinics, consultation service to parents and professionals, and home visit and community training programs; and seeks improved diagnosis, evaluation, management and treatment in the context of interdisciplinary training and services.

The Division for Disorders of Development and Learning of the University of North Carolina is a professional training program which is administratively a part of the Biological Sciences Research Center of the Child Development Research Institute and interacts with twenty-seven schools and departments within the University, provides regional diagnostic and treatment services for the developmentally handicapped and their families, and is undergirded by considerable applied research.

PROGRESS TO DATE

What progress has been recognized as a result of this innovative program? Recognizing the need for reliable and valid data to demonstrate and explain the UAF program, the Association of University Affiliated Facilities is beginning to structure a data collection and utilization system which will document the work of the national networks of UAFs.

The Association has undertaken a massive effort to pull together a data collection and utilization system which will chart substantive new directions for the effort as well as document the work to date.

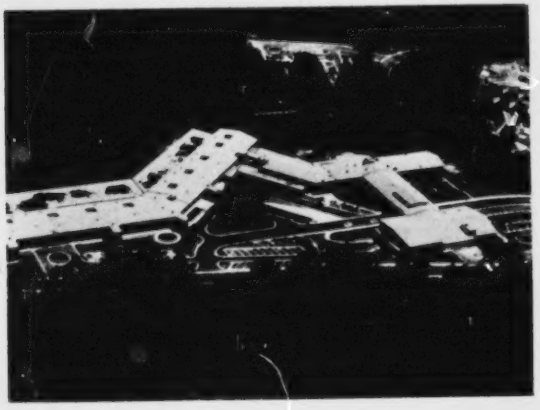
As a preliminary step, the Association commissioned a first-phase data survey of most of the UAFs.

Preliminary results reveal 20,000 disabled persons served by 28 programs within a 12-month period. During the same time frame, 53,000 professionals and paraprofessionals were trained in a variety of capacities at 32 sites.

Those trained were primarily in the areas of special education, nursing, pediatrics and psychology. Others included genetics, audiology and speech pathology, nutrition, occupational therapy, social work and home economics.

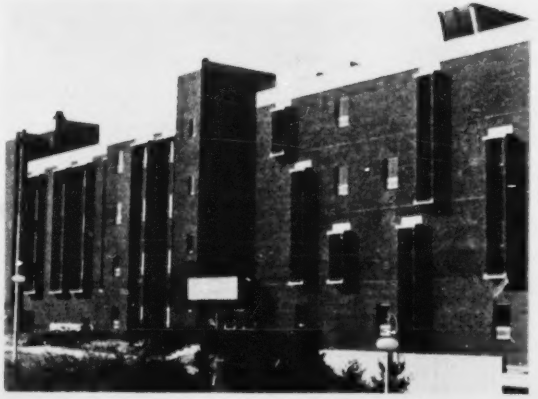
The bulk of the trainees indicated they were working toward an undergraduate or graduate degree or toward certification within a profession. About 25 per cent said they were employed already in a profession, but were seeking additional skills. Nearly 10 percent of the respondents were working toward a technical or diploma level of study.

The survey also indicated that professionals representing 60 disciplines are working within the national UAF network. Primary disciplines represented are nursing, audiology and speech, social work, special education, pediatrics, physical therapy, nutrition, occupational therapy and dentistry. Other disciplines cited were physical education and recreation, guidance and counseling, management and administration, biochemistry, optometry, pharmacy, psychiatry and instructional technology.



The Georgia Retardation Center in Atlanta is a new (1969) residential facility for the mentally retarded, serving North Georgia, whose mission is service, manpower development, research and community education, and whose goals include the fostering of independence for each retarded individual with intentions of his returning to the community, and whose further goals are inter-disciplinary practicum training for professionals and others working with the retarded.

The Athens Unit, Georgia Retardation Center, a joint effort of the University of Georgia and the State of Georgia Department of Human Resources provides modern programs of service to the mentally retarded and other developmentally disabled; training for personnel to work in these programs; interaction with other community agencies in these endeavors; and research for program evaluation and development. Programs emphasize a unitary implementation of a developmental model, recognizing and encouraging a utilization of human competencies rather than disciplinary defined functions.



THE DIVERSITY OF UAF FUNDING

University Affiliated Facilities receive important support from programs administered by the Department of Health, Education and Welfare. Over one-half of the UAF overall budget results from the support of three agencies:

- The Bureau of Community Health Services, Health Services Administration (formerly Maternal and Child Health Service);
- The Division of Developmental Disabilities, Social and Rehabilitation Service;
- The Bureau of Education for the Handicapped, Office of Education.

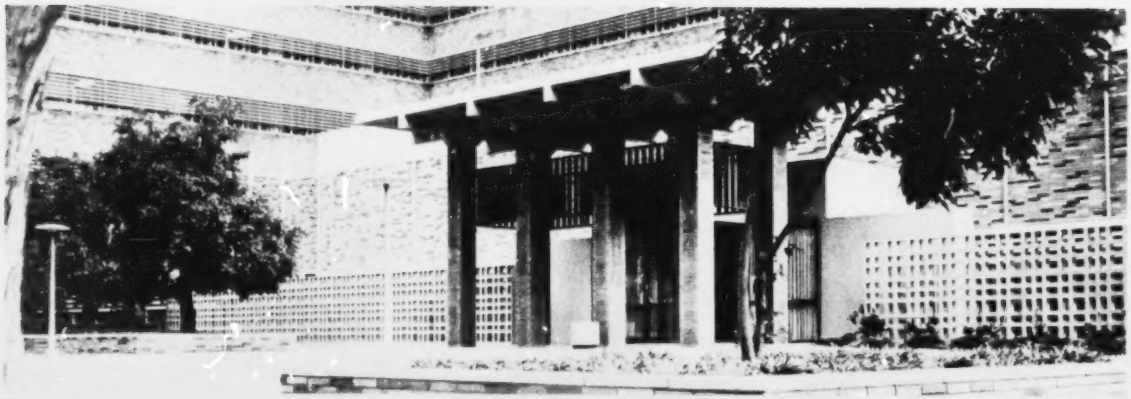
Other federal, and state and local sources, public and private, provide about 40 percent of the program's overall budget. There is considerable variety among the UAFs when funding patterns are examined.

The Bureau of Community Health Services is the major source of support for the program, funding twenty UAFs and providing about 46 percent of the total funding for the entire program. BCHS funds support the interdisciplinary training component of the UAF, through both faculty salaries and student stipends.

The Division of Developmental Disabilities provides support to all UAFs in the program, with funds which are to help cover the costs of administering and operating the facilities. At present, this support accounts for about 11 percent of the overall UAF annual budget.

Funds from the Division of Personnel Preparation of the Bureau of Education for the Handicapped support the special education component in eighteen University Affiliated Facilities.

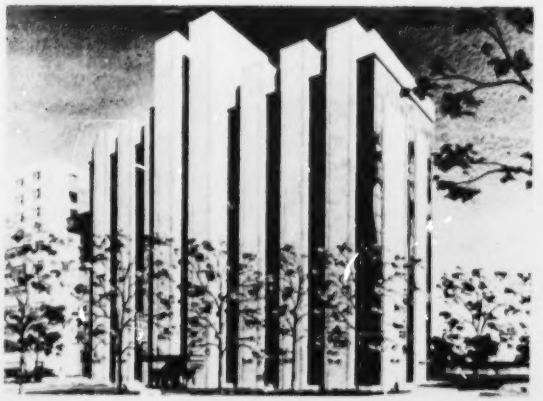
The University Affiliated Facilities program combines both conceptually and programmatically a number of agencies' commitments to prepare specialists who will work with the mentally retarded and developmentally disabled population.

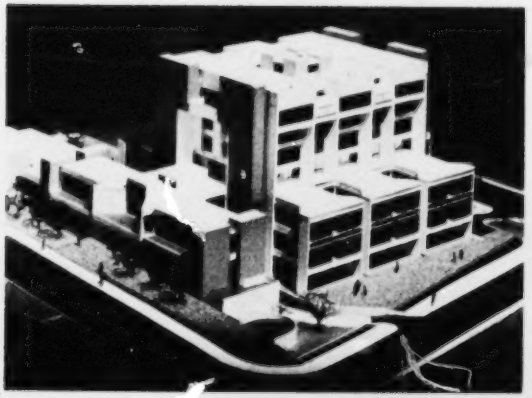


The Mental Retardation and Child Psychiatry Program, located in the UCLA Neuropsychiatric Institute, is a facility for interdisciplinary training in mental retardation and developmental disabilities, whose mission is the training of professionals and paraprofessionals at the predoctoral, doctoral and postdoctoral level in those disciplines germane to the mentally retarded and developmentally disabled. The broad objectives of the program are the promotion of more meaningful training, productive research and effective treatment of those conditions.

The Cincinnati Center for Developmental Disorders, affiliated with the University of Cincinnati, Children's Hospital Medical Center and the Institute for Development Research, is engaged in training professional personnel in those disciplines which provide services to persons with mental retardation and related disabilities, with emphasis on optimal technology in case finding, diagnosis, treatment, counseling, delivery services, education and training, all this from a coordinated university base.

The Rose F. Kennedy Center, a research center and University Affiliated Facility at Einstein College of Medicine, Yeshiva University, has its origins in twenty years of community service in child evaluation and rehabilitation in New York City. Through affiliation with Bronx Municipal Hospital, the new Bronx State Developmental Services, the Abraham Jacobi Hospital and other organizations, it provides a full range of interdisciplinary clinical training and research opportunities.





The Child Development Center of the University of Tennessee provides interdisciplinary training for students from seventeen professional fields. The basis of this training is service to children with suspected mental retardation or developmental disabilities and their families; services include diagnosis and evaluation with appropriate referral, a short-term residential training program, day training for multi-handicapped children, and classes for children with special education problems.

The Eunice Kennedy Shriver Center at Waltham, Massachusetts, is an integral part of the Walter Fernald State School for the Mentally Retarded, affiliated with Harvard University and the Massachusetts General Hospital; and its goals include interdisciplinary training and research programs, with some biomedical emphasis, whose findings may be translated into improved outpatient and residential services, all underlaid with a sense of community needs.

The Kansas University Affiliated Facility has three units (Lawrence, Kansas City and Parsons). *The Bureau of Child Research* of the University of Kansas at Lawrence coordinates and gives certain direction to programs at the other campuses, with a 'central office' function and concern for information exchange, evaluation and accountability models, design and dissemination of communications packages (films, workbooks, etc.), computer assistance and programming, State-wide (and regional) needs and requirements in technical assistance and other activities.

The John T. Stewart Children's Center of the University of Kansas maintains 20 projects within its 6 academic disciplines (Special Education, Human Development, Speech Therapy, Occupational Therapy, Music Therapy and Physical Education). The projects range from a preschool unit, which includes normal and developmentally disabled children to an intensive language training program to a technical assistance program for local, state and regional agencies.

The Parsons State Hospital and Training Center University-Affiliated Facility is a state-wide resource center with particular interest in its immediate nine-county area, to which it offers professional, interdisciplinary training; teacher in-service training; community service consultation; parent consultation and training; individual diagnosis and evaluation; mediation services, program evaluation; and public school liaison on behalf of the retarded and developmentally disabled.

The Children's Rehabilitation Unit of the University of Kansas Medical Center offers interdisciplinary training in speech pathology, audiology, nursing, social service, psychology, occupational therapy, physical therapy and pediatrics (birth defects, endocrinology, growth and development); and utilizes these as team-approach services to multi-handicapped and other developmentally disabled children on a local, state and regional (four state) basis.

The Center for Developmental and Learning Disorders of the University of Alabama in Birmingham provides training and participatory experience for students and professionals from the health, behavioral, and social sciences and education; trains specialists through highly technical education and research programs; tests validity and efficiency of diagnostic, treatment and other techniques; and gives opportunity for community agencies to take part in these total efforts.

The University of Alabama Facility at Tuscaloosa provides specialized graduate training in clinical and experimental psychology, social work, special education, communications disorders and other areas, and its location adjacent to the Partlow State Hospital permits that institution to benefit from the academic skills which the UAF has assembled, and the UAF in turn to develop research and service programs that are wide-ranging and highly applicable.

The Institute for the Study of Mental Retardation and Related Disabilities of the University of Michigan, with manpower training and development a prime concern, offers academic and in-service training at the Institute and elsewhere in the State; aids in community programming; seeks research answers to the behavioral, biomedical and epidemiological aspects of mental retardation; and provides a clinical service program with emphasis on interdisciplinary assessment of need.

The University Affiliated Facility Program at the University of Missouri-Columbia (UMC) provides an interdisciplinary training experience which involves twelve departments drawn from five divisions within the University. Through a variety of training, research and service programs the UAF equips the student with a broad understanding of developmental disabilities, and is intimately involved with developmental disabilities programming at the local, regional and state levels to provide citizens with the best professional care available.

The Center for Child Development at Georgetown University has a three-fold program of outpatient services and inpatient pediatric care; professional and other training provided by faculty from twelve disciplines and six area universities; and supportive clinical research conducted in eight interdisciplinary laboratories, with strong basic services for the handicapped child and the family as the cornerstone of the clinical training program.

The Child Development and Rehabilitation Center of the University of Oregon Medical School offers interdisciplinary training in child development, particularly in problems which characterize mental retardation and related conditions, all in an atmosphere of interprofessional commitment to the child and the family and using the 'clinician-scientist' model of diagnostic and therapeutic skills and consultative and investigative activities.

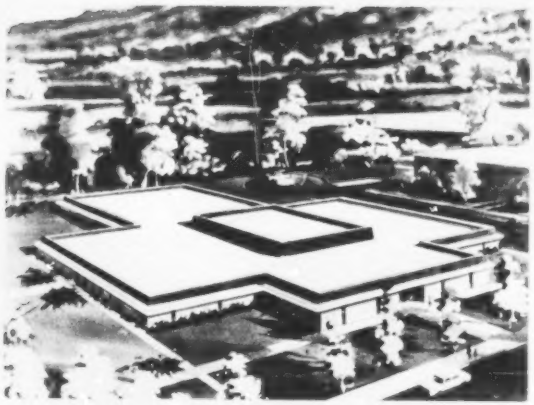
The Development Disabilities Center at Temple University endeavors to identify and coordinate existing programs and facilities of sixteen University departments (or disciplines) for training, service and research purposes; then to relate these to State and regional councils, and to other university and college career training programs, and to the public and private agencies; and finally to establish an evaluation mechanism for present and future needs.

The Institute of Child Study at Kean College of New Jersey provides a network of clinics and special programs for evaluation, treatment, and observation of developmentally delayed individuals. College students and community personnel are offered these opportunities for interdisciplinary training in child care, special education, speech, audiology, social work and psychology. Trainees learn to work as a team with physicians, nurses, and the other disciplines, as well as with community representatives. Programs of research, continuing education, information, and community service supplement the training function.

The Child Development Center at St. Louis University, located in Glennon Hall adjacent to the Memorial Hospital for Children, serves developmentally disabled children from St. Louis and also State-wide; provides graduate and undergraduate training in psychology, communication disorders, social work, nursing, dietetics, education and human services; and coordinates its programs of service and training with State, local and community groups and organizations.

The C. Louis Meyer Children's Rehabilitation Institute of the University of Nebraska Medical Center at Omaha provides specialized developmental services for children and youth with handicapping conditions, education and training for professional and direct care personnel needed in health and educational programs for persons with handicaps, programs demonstrating the value of early, intensive, interdisciplinary approaches in preventing or ameliorating handicapping conditions, a base for clinical research into the causes and treatment of these conditions, and functions as a state resource center for technical assistance and consultation to communities and programs seeking to improve the quantity and quality of services to the handicapped.

The Mailman Center for Child Development of the University of Miami has three objectives: (1) to train graduate and undergraduate students in the area of child development in an interdisciplinary setting, thus providing needed manpower in the diagnosis and treatment of children with mental retardation and other developmental disabilities; (2) to provide comprehensive diagnostic evaluation and treatment/management services for infants and children at-risk; and, (3) to conduct basic and applied research related to mental retardation and other developmental disorders.



The Exceptional Child Center of Utah State University has as its goals the integration of services, training and research; interdisciplinary education and training; community-based delivery systems; and the application of the developmental model in meeting needs of handicapped youngsters; and it acknowledges the rural, remote nature of its service area by assisting agencies and programs in Idaho, Nevada, Wyoming, and Utah in their primarily educational requirements.

THE ASSOCIATION

Several years ago, a number of directors and administrators of university affiliated facilities formed an association to foster the interchange of ideas and information among the various university affiliated facilities; to develop a data base by which the UAF concept, including the interdisciplinary training idea, might eventually be judged; and to afford proper representation of the program not already provided by existing professional groups in a number of arenas. Since 1971, the Association (AUAF) has been incorporated in the State of Delaware and declared a charitable, non-profit foundation by the Internal Revenue Service. An Interdisciplinary Council has been established to expand upon the original concept of an association of directors and administrators, and the present name of the Association correctly implies that it is a forum for all professional staff of the UAFs for a number of purposes.

The Association is a dues-paying organization, with full, associate and individual membership ratings, depending upon the nature of the applicant. AUAF forms a focal point for the thirty-seven present member UAFs (or units of one UAF), and its functions as an information exchange and clearinghouse through a Washington office give meaning and substance to the concept of the UAF national network.

The Association of University-Affiliated Facilities exists by the following bylaws, here paraphrased for brevity:

University programs which meet the definition for University-Affiliated Centers are eligible for full membership, with an internal review process for continuing memberships;

Individuals or groups representing universities interested in establishing an affiliated center are eligible as associated programs;

Individuals interested in the goals and activities of the program are eligible and encouraged as individual memberships;

Charter members are those UAF's in existence (and meeting the criteria) when those criteria were established in 1971; and

An Association evaluating committee will review UAF programs to ensure that they continue to meet the criteria for membership.

The concept of the university-affiliated facility is scarcely ten years old, and lead time for planning and design is such that many programs have become operational only in the past four years. Their geographic placement is generally good, yet there are several areas with population needs and with suitable university locales which do not yet have such programs. The Association of University Affiliated Facilities has studied the issue of geographical location of existing and projected programs, and has offered a plan for a more balanced national program.

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